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AUTHOR Valentine, Jerry W.
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ABSTRACT

Feedback data provide an avenue to improved perceptions; in the educational setting, improved perceptions translate into personal growth and more positive organizational culture. To provide a valid, reliable, and practical instrument for faculty feedback regarding administrative skill, the Audit of Principal Effectiveness was developed in 1982. Over the next 4 years the instrument was statistically anaylzed, used in research and schools, refined, reanalyzed, and shortened; since 1986 it has been used in numerous research studies and in hundreds of schools across the country. The revised instrument provides the principal with teacher insight on 80 items of principal effectiveness. In addition, teacher perceptions are provided regarding three domains: (1) organizational development containing the factors of organizational direction, linkage, and procedures; (2) organizational environment containing the factors of teacher and student relations, and interactive and affective processes; and (3) the educational program containing the factors of instructional and curricular improvement. Factor scores within the three domains provide the principal with an understanding of personal administrative skills beyond the scope of each individual instrument item. Suggestions for use of the audit include providing anonymity for persons completing the instrument and summarizing and sharing the findings from the assessment with the faculty. (3 references) (KM)

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The Audit of Principal Effectiveness: A Process For Self-Improvement

A
Paper Presented At
The Annual Convention
Of The
North Central Association
Chicago
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Jerry W. Valentine
Department of Educational Administration
218 Hill Hall
University of Missouri
Columbia, MO 65211

EA 021 324

THE AUDIT OF PRINCIPAL EFFECTIVENESS:

A PROCESS FOR SELF-IMPROVEMENT

Many of us recall the movie "Snow White" and the scene in which the Queen asked, "Mirror, mirror on the wall, who is the fairest of them all?" The Queen desired, and expected, a self-satisfying, pleasing answer. She was enraged by the response she received.

Some would say, "We should not ask questions to which we do not want to know the answer!" Such a negative philosophy has no place in education. We can all benefit from a better understanding of how others perceive us. Even though we may not like, nor agree with, their perceptions, the data are useful. If used appropriately, feedback data provide an avenue to improve perceptions. In the educational setting, improved perceptions may translate into personal growth and more positive organizational culture. Such improvements impact on overall school effectiveness.

A national study of fifty effective principals conducted in the early 1980's profiled effective principals as "people persons" in their human relations and communication skills, in their willingness to practice participatory management in decision making and in their involvement of others in inservice and developmental activities. They valued "discussion with knowledgeable persons" for identifying potential influences on the school and specifically cited communication with faculty as a major means of anticipating curriculum needs.[1] Clearly, the more effective principals are not only open to the opinions of others, but seek those opinions, particularly from the teaching staff.

The Queen's "Mirror-mirror on the wall" should become the principals' "Teacher-teacher in the hall." As described by Bailey, "Faculty feedback--the process of gathering information from faculty members for the purpose of improving leadership or administrative practices--is one of the most valuable sources available to administrators who are engaging in improvement practices."[2]

This presentation was prepared to share information about a recently developed

instrument for assessing principal effectiveness and provide some practical suggestions for use of the instrument. I hope the discussion underscores the importance of teacher feedback to principals in a systematic process and encourages the use of valid, reliable assessment instruments which provide data for professional growth.

THE AUDIT OF PRINCIPAL EFFECTIVENESS

With a goal of providing a valid, reliable and practical instrument for faculty feedback about administrative skill, Dr. Mike Bowman and I began the development of the Audit of Principal Effectiveness in 1982. From 1982 through 1986, the instrument was developed, statistically analyzed, used in research and school systems, refined, reanalyzed, and shortened in order to provide a practical instrument for principals. Since 1986 the instrument has been used in numerous research studies and hundreds of schools across the country.

The revised instrument provides the principal with teacher insight on eighty items of principal effectiveness. In addition, teacher perceptions about each of three "domains" and nine "factors" are provided. The three domains are "Organizational Development," "Organizational Environment," and "Educational Program." Listed below are the working definitions of the domains and each of the factors for the domains. Scores on these factors provide the principal with an understanding of his/her administrative skill beyond the scope of each item of the instrument.

DOMAIN: ORGANIZATIONAL DEVELOPMENT

The Domain of Organizational Development provides insight into the ability of the principal to work with personnel inside and outside the school setting to establish processes and relationships which most effectively promote positive growth and change of the organization as a whole. The specific factors for Organizational Development are defined below.

FACTOR: ORGANIZATIONAL DIRECTION

The principal provides direction for the school through work with faculty to develop

goals, establish expectations and promote appropriate change.

FACTOR: ORGANIZATIONAL LINKAGE

The principal promotes positive working relationships between the school, the community the school serves and other educators and agencies which work with the school.

FACTOR: ORGANIZATIONAL PROCEDURES

The principal utilizes effective procedures for problem-solving, decision-making and change.

DOMAIN: ORGANIZATIONAL ENVIRONMENT

The Domain of Organizational Environment provides insight into the ability of the principal to nurture the on-going climate of the school through development of positive interpersonal relationships among members of the organization and effective day-by-day operational procedures for the school. The specific factors for Organizational Environment are defined below.

FACTOR: TEACHER RELATIONS

The principal develops effective working relationships with staff through appropriate communication skills, sensitivity to needs, appropriate support and reinforcement.

FACTOR: STUDENT RELATIONS

The principal develops effective working relationships with students through appropriate communication skills, encouragement, support and high visibility.

FACTOR: INTERACTIVE PROCESSES

The principal organizes tasks and personnel for the effective day-by-day management of the school, including providing appropriate information to staff and students, developing appropriate rules and procedures and setting the overall tone for discipline in the school.

FACTOR: AFFECTIVE PROCESSES

The principal encourages the expression of feelings, opinions, pride and loyalty through team management, sensitivity, humor and personal example.

DOMAIN: EDUCATIONAL PROGRAM

The Domain of Educational Program provides insight into the ability of the principal to serve as the educational leader of the school through active involvement in instructional leadership and curriculum development. The specific factors for Educational Program are defined below.

FACTOR: INSTRUCTIONAL IMPROVEMENT

The principal impacts positively upon instructional skills through effective clinical supervision, knowledge of effective schooling and commitment to quality instruction.

FACTOR: CURRICULUM IMPROVEMENT

The principal promotes an articulated, outcome-based curriculum through diagnosis of student needs and systematic program review and change.

PRACTICAL USES OF THE AUDIT

In managing today's complex school, systematic insight from persons within the organization about a principal's skill has become commonplace. Many school districts expect or require principals to formally survey teachers and identify areas of strength and areas for improvement. The 80 item Audit of Principal Effectiveness is one of the few valid, reliable instruments, readily available to principals for that purpose. Scoring can be completed manually or by micro-computer at the school site or by computer through the developers.

Following are four suggestions for use of the Audit or any other similar instrument used at the building level to obtain teachers' perceptions for the purpose of self-improvement.

1. Anonymity of persons completing the instrument should be guaranteed. All data should be analyzed as group data or entire school or school district data. For example, a principal may find it helpful to know how teachers in the science program perceive the principal's ability to provide suggestions for improving instructional strategies. Or a principal may wish to better understand the early childhood teachers' perceptions about the ability of the principal to promote the development of effective curricular changes in the school. But in no instance should the principal be able to identify from the responses the perception of an individual teacher. Whether the principal or school district analyzes the responses on site, or whether the data are analyzed by the developers, the means by which the data are analyzed and reported should preclude the identification of individuals.

2. Principals find it helpful to use the same assessment instrument each year for several years. This provides baseline information useful in assessing change. Though spring is the most common time to administer an assessment survey, some

principals prefer a fall and spring assessment to note changes during the year. Either or both times are appropriate. The most important consideration is to develop a consistent pattern so data can be reviewed over a period of years.

3. All findings from the assessment should be summarized and shared with the faculty. This openness adds credibility to the importance of improvement and sets a tone for high expectations and improvement. The principal can have the data analyzed by items, factors and domains. A summary of the findings and suggested action plans can be shared via memo with faculty, along with an expression of thanks for taking the time to complete the instruments. In this day of accountability and outcome-based education, many principals find it wise and advantageous to share the findings with supervisors who have the responsibility for evaluating the principal. Objective data are particularly useful as supportive evidence for merit or incentive plans.

4. Many principals utilize a school improvement committee to assist in the administration, collection and analysis of data from school surveys such as the Audit. Principals are encouraged to use teacher committees to assist with the collection and analysis of the data and the identification of school goals for the upcoming year.[17]

SUMMARY

A skill assessment instrument completed by teachers is a valuable tool for the principal. It is neither the only tool, nor the most important tool. Just as the family gardener needs the spade, the hoe, the rake, the hose, etc., the principal needs tools to gather data about personal skills, accomplishment of school goals, parent attitudes, student needs, etc. With the advent of accountability through outcome-based measures, the assessment of personal administrative skills becomes more essential. "Teacher, teacher in the hall, help me be the fairest principal of all" may not metaphorically do justice to "Snow White," but it does convey a message to educators. If we are to be effective educational leaders we must assess our skills and develop strategies for improvement. The Audit, or a similar instrument and process, plays an important role in effective educational leadership.

Addendum

Tables describing scores of "outstanding" and "random" principals shared via overheads and handouts and discussed as baselin data for principals desiring to discuss their skills.

References

1. Jerry W. Valentine and Micki M. Kirkham, "A National Study of Schools in the Middle," Middle School Journal, National Middle School Association, August, 1985, p. 17.
2. Gerald D. Bailey, "Faculty Feedback for Administrators: A Means To Improve Leadership Behavior," NASSP Bulletin, National Associations of Secondary School Principals, January, 1984, p. 5.
3. More specific information about the development and use of the instrument are available from the authors. Ask for Audit of Principal Effectiveness: User's Technical Manual," 1986.

AUDIT OF PRINCIPAL EFFECTIVENESS

"OUTSTANDING" VS. RANDOM
DOMAIN AND FACTOR SCORES

	Out-Standing	Random	Difference	p level
DOMAIN: ORGANIZATIONAL DEVELOPMENT	7.6	7.2	.4	.0001
Factors:				
Organizational Direction	7.8	7.3	.5	.0001
Organizational Linkage	7.7	7.2	.5	.0001
Organizational Procedures	7.3	7.0	.3	.0001
DOMAIN: ORGANIZATIONAL ENVIRONMENT	7.5	7.2	.3	.0007
Factors:				
Teacher Relations	7.5	7.2	.3	.0046
Student Relations	7.5	7.3	.2	.0581
Interactive Processes	7.8	7.4	.4	.0001
Affective Processes	7.3	6.8	.5	.0001
DOMAIN: EDUCATIONAL PROGRAM	7.5	7.1	.4	.0001
Factors:				
Instructional Improvement	7.6	7.2	.4	.0005
Curriculum Improvement	7.5	7.0	.5	.0001
OVERALL EFFECTIVENESS:				
Item #80	7.8	7.4	.4	.0001

"Outstanding" Schools: Identified by U.S. Department of Education "Recognition Program" prior to 1988.

Random Schools: Identified by random sampling of U.S. schools in 1987-88, stratified by grade levels.

P levels shown in this table are for t-tests. Analysis of variance tests were also conducted.

Findings from t-tests and ANOVAs identified Student Relations as the only variable not significant at the .05 level.

AUDIT OF PRINCIPAL EFFECTIVENESS

"OUTSTANDING" VS. RANDOM

HIGHEST AND LOWEST SCORING ITEMS

	OUTSTANDING			RANDOM		
Rank Order	Factor	Item#	Score	Factor	Item#	Score
1	Org Dir	3	8.38	Org Lin	12	8.08
2	Org Lin	12	8.30	Org Lin	13	7.88
3	Ins Imp	72	8.14	Org Dir	3	7.83
4	Tch Rel	40	8.07	Ins Imp	72	7.77
5	Org Dir	5	8.06	Stu Rel	48	7.63
6	Org Lin	13	7.98	Int Pro	56	7.59
7	Int Pro	52	7.95	Tch Rel	36	7.57
8	Int Pro	56	7.94	Int Pro	49	7.53
9	Org Lin	16	7.90	Int Pro	52	7.50
10	Org Lin	15	7.88	Stu Rel	47	7.49
70	Org Lin	10	7.20	Org Lin	11	6.80
71	Cur Imp	78	7.17	Stu Rel	43	6.77
72	Stu Rel	43	7.17	Tch Rel	29	6.76
73	Cur Imp	77	7.11	Aff Pro	60	6.75
74	Tch Rel	29	7.07	Cur Imp	77	6.75
75	Aff Pro	60	7.04	Cur Imp	78	6.71
76	Tch Rel	31	6.95	Org Lin	10	6.48
77	Org Pro	26	6.79	Org Pro	26	6.42
78	Ins Imp	69	6.71	Ins Imp	69	6.41
79	Aff Pro	61	6.20	Aff pro	61	5.89

"Outstanding" Schools: Identified by U.S. Department of Education "Recognition Program" prior to 1988.

Random Schools: Identified by random sampling of U.S. Schools in 1987-88 stratified by grade levels.

AUDIT OF PRINCIPAL EFFECTIVENESS

"OUTSTANDING" VS. RANDOM T-TESTS

	OUTSTD	RAND	DIF	P LEVEL
ORG DEVELOP	7.6	7.2	.4	.0001
ORG DIR	7.8	7.3	.5	.0001
1	7.7	7.1	.6	.0001
2	7.7	7.2	.5	.0001
3	8.4	7.8	.6	.0001
4	7.8	7.3	.5	.0001
5	8.1	7.4	.7	.0001
6	7.8	7.4	.4	.0001
7	7.5	7.0	.5	.0001
ORG LINK	7.7	7.2	.5	.0001
8	7.6	7.0	.6	.0001
9	7.6	6.8	.8	.0001
10	7.2	6.5	.7	.0001
11	7.5	6.8	.7	.0001
12	8.3	8.1	.2	.0005
13	8.0	7.9	.1	.2321
14	7.8	7.3	.5	.0001
15	7.9	7.3	.6	.0001
16	7.9	7.5	.4	.0001
17	7.7	7.1	.6	.0001
18	7.4	6.9	.5	.0001
ORG PROC	7.3	7.0	.3	.0001
19	7.2	6.9	.3	.0225
20	7.3	6.9	.4	.0064
21	7.2	7.0	.2	.0354
22	7.5	7.3	.2	.1180
23	7.7	7.3	.4	.0001
24	7.4	7.1	.3	.0028
25	7.4	7.1	.3	.0036
26	6.8	6.4	.4	.0045
27	7.3	7.0	.3	.0222
ORG ENVIRON	7.5	7.2	.3	.0007
TCHR REL	7.5	7.2	.3	.0046
28	7.2	6.9	.3	.0165
29	7.1	6.8	.3	.0265
30	7.5	7.1	.4	.0019
31	7.0	6.7	.3	.0136
32	7.4	7.2	.2	.1611
33	7.8	7.4	.4	.0006
34	7.5	7.3	.2	.0265
35	7.4	7.2	.2	.0731
36	7.8	7.6	.2	.0623
37	7.6	7.3	.3	.0572
38	7.6	7.3	.3	.0156
39	7.6	7.3	.3	.0384
40	8.1	7.4	.7	.0001
OVERALL EFFECTIVENESS:				

	OUTSTD	RAND	DIF	P LEVEL
STU REL	7.5	7.3	.2	.0581
41	7.2	7.2	.0	.7802
42	7.2	7.0	.2	.1048
43	7.2	6.8	.4	.0044
44	7.7	7.3	.4	.0011
45	7.6	7.2	.4	.0040
46	7.4	7.4	.0	.8981
47	7.7	7.5	.2	.0316
48	7.8	7.6	.2	.1478
INTER PROC	7.8	7.4	.4	.0001
49	7.9	7.5	.4	.0007
50	7.8	7.4	.4	.0001
51	7.8	7.4	.4	.0001
52	8.0	7.5	.5	.0001
53	7.8	7.4	.4	.0002
54	7.7	7.4	.3	.0096
55	7.5	7.2	.3	.0216
56	7.9	7.6	.3	.0009
57	7.4	7.1	.3	.0010
AFF PROC	7.3	6.8	.5	.0001
58	7.7	7.2	.4	.0001
59	7.4	7.0	.4	.0001
60	7.0	6.8	.2	.0117
61	6.2	5.9	.3	.0158
62	7.4	7.0	.4	.0001
63	7.4	7.0	.4	.0006
64	7.6	6.9	.7	.0001
EDUC PGM	7.5	7.1	.4	.0001
INST IMP	7.6	7.2	.4	.0005
65	7.8	7.5	.3	.0003
66	7.7	7.4	.3	.0002
67	7.7	7.3	.4	.0012
68	7.3	7.0	.3	.0176
69	6.7	6.4	.3	.0235
70	7.7	7.2	.5	.0001
71	7.5	7.1	.4	.0001
72	8.1	7.8	.3	.0001
CURR IMP	7.5	7.0	.5	.0001
73	7.8	7.4	.4	.0001
74	7.6	7.2	.4	.0001
75	7.6	7.1	.5	.0001
76	7.4	7.0	.4	.0001
77	7.1	6.8	.3	.0022
78	7.2	6.7	.5	.0001
79	7.6	7.1	.5	.0001
ITEM 80	7.8	7.4	.4	.0001

"OUTSTANDING" SCHOOLS: IDENTIFIED BY U.S. DEPARTMENT OF EDUCATION "RECOGNITION PROGRAM" PRIOR TO 1988.

RANDOM SCHOOLS: IDENTIFIED BY RANDOM SAMPLING OF U.S. SCHOOLS IN 1987-88, STRATIFIED BY GRADE LEVELS.

DATA COLLECTED 1987-88

AUDIT OF PRINCIPAL EFFECTIVENESS
"OUTSTANDING" SCHOOLS

	ELEM N=58	JH/MS N=43	H.S. N=73	ALL N=174
ORGANIZATIONAL DEVELOPMENT	7.9	7.6	7.4	7.6
ORGANIZATIONAL DIRECTION	8.1	7.9	7.6	7.8
ORGANIZATIONAL LINKAGE	8.0	7.7	7.6	7.7
ORGANIZATIONAL PROCEDURES	7.9	7.1	7.2	7.3
ORGANIZATIONAL ENVIRONMENT	7.8	7.3	7.4	7.5
TEACHER RELATIONS	7.7	7.3	7.4	7.5
STUDENT RELATIONS	7.7	7.2	7.5	7.5
INTERACTIVE PROCESSES	8.0	7.7	7.6	7.8
AFFECTIVE PROCESSES	7.6	7.1	7.1	7.3
EDUCATIONAL PROGRAM	7.9	7.5	7.3	7.5
INSTRUCTIONAL IMPROVEMENT	7.9	7.5	7.3	7.6
CURRICULUM IMPROVEMENT	7.8	7.4	7.2	7.5
OVERALL EFFECTIVENESS	8.1	7.8	7.6	7.8

"OUTSTANDING" SCHOOLS: IDENTIFIED BY U.S. DEPARTMENT OF EDUCATION "RECOGNITION PROGRAM" PRIOR TO 1988. DATA COLLECTED 1987-88

AUDIT OF PRINCIPAL EFFECTIVENESS
RANDOM SCHOOLS

	ELEM N=43	JH/MS N=44	H.S. N=45	ALL N=132
ORGANIZATIONAL DEVELOPMENT	7.4	7.0	7.1	7.2
ORGANIZATIONAL DIRECTION	7.5	7.2	7.2	7.3
ORGANIZATIONAL LINKAGE	7.4	7.1	7.2	7.2
ORGANIZATIONAL PROCEDURES	7.2	6.8	6.9	7.0
ORGANIZATIONAL ENVIRONMENT	7.4	7.0	7.1	7.2
TEACHER RELATIONS	7.4	7.1	7.1	7.2
STUDENT RELATIONS	7.5	7.0	7.3	7.3
INTERACTIVE PROCESSES	7.5	7.3	7.3	7.4
AFFECTIVE PROCESSES	7.1	6.9	6.7	6.8
EDUCATIONAL PROGRAM	7.4	7.0	7.0	7.1
INSTRUCTIONAL IMPROVEMENT	7.5	7.1	7.1	7.2
CURRICULUM IMPROVEMENT	7.3	6.9	6.9	7.0
OVERALL EFFECTIVENESS	7.6	7.3	7.3	7.4

RANDOM SCHOOLS: IDENTIFIED BY RANDOM SAMPLING OF U.S. SCHOOLS IN 1987-88 STRATIFIED BY GRADE LEVELS

AUDIT OF PRINCIPAL EFFECTIVENESS
"OUTSTANDING" VS. RANDOM
ITEMS NOT SIGNIFICANTLY DIFFERENT
T-TESTS

SCORES OUTSTD	RANDOM	P LEVEL	FACTOR	#	ITEM
7.431	7.449	.8981	Stu Rel	46	The principal is highly visible to the student body.
7.195	7.157	.7802	Stu Rel	41	The principal finds time to interact with students.
7.984	7.884	.2321	Org Lin	13	The principal maintains good rapport and a good working relationship with other administrators of the district.
7.412	7.214	.1611	Tch Rel	32	Teachers feel at ease in the presence of the principal.
7.787	7.630	.1478	Stu Rel	48	The principal enjoys working with students.
7.522	7.346	.1180	Org Pro	22	The principal fairly and effectively evaluates school personnel.
7.239	7.026	.1048	Stu Rel	42	Students feel free to initiate communication with the principal.
7.395	7.158	.0731	Tch Rel	35	The principal is accessible when needed.
7.768	7.573	.0623	Tch Rel	36	The principal takes time to listen to teachers.
7.575	7.345	.0572	Tch Rel	37	Teachers feel free to share ideas and concerns about school w/principal.
7.477	7.259	.0581	–	–	STUDENT RELATIONS FACTOR

NOTE: Analysis of variance provided same results on all items except #47. Using ANOVA, #47 p-level was .0627. All items/factors/domains not listed in this table were significantly different by outstanding vs. random at the .05 level.

"Outstanding" schools: Identified by U.S. Department of Education "Recognition Program" prior to 1988.

Random Schools: Identified by random sampling of U.S. schools in 1987-88 stratified, by grade levels.

Data Collected 1987-88.

AUDIT OF PRINCIPAL EFFECTIVENESS
OUTSTANDING VS. RANDOM
ITEMS WITH MOST DIFFERENCES FOR MEAN SCORES

SCORES OUTSTD	RANDOM	DIFF.	FACTOR	#	ITEM
7.610	6.744	.836	Org Lin	9	The principal utilizes resources from outside the school to assist in the study, development, implementation and/or evaluation of the school.
7.522	6.805	.717	Org Lin	11	The principal provides for dissemination of info. to individuals & agencies in the community.
7.200	6.486	.714	Org Lin	10	The principal provides for gathering of info. & feedback from individuals & agencies in the community.
7.559	6.873	.686	Aff Pro	64	Personal thoughts shared by the principal about school help teachers develop a sense of pride and loyalty as members of the school.
8.069	7.424	.645	Tch Rel	40	Through effective management of the day-by-day operation of the school, the principal promotes, among staff, parents and community, a feeling of confidence in the school.
7.685	7.055	.630	Org Lin	17	The principal understands and analyzes the political aspects of education and effectively interacts with various communities, e.g. local, state, national and/or various subcultures within the local community.
7.628	7.000	.628	Org Lin	8	The principal develops plans for the cooperation and involvement of the community, individuals and agencies with the school.
8.062	7.443	.619	Org Dir	5	The principal envisions future goals and directions for the school.
7.881	7.272	.609	Org Lin	15	The principal strives to achieve autonomy for the school.
7.698	7.107	.591	Org Dir	1	The principal assists the faculty in developing understanding of, and support for, beliefs & attitudes which forms the basis of the educational value system of the school.
8.380	7.832	.548	Org Dir	3	The principal has high, professional expectations & standards for self, faculty & school.

"Outstanding" Schools: Identified by U.S. Department of Education "Recognition Program" prior to 1988.
Random Schools: Identified by random sampling of U.S. schools in 1987-88, stratified by grade levels.
Data collected 1987-88.

APE
FACTOR SCORES BY GRADE LEVEL
"OUTSTANDING SCHOOLS"

	ELEM N=58	JH/MS N=43	H.S. N=73
ORGANIZATIONAL DEVELOPMENT			
ORGANIZATIONAL DIRECTION	8.1 A	7.9 A	7.6 A
ORGANIZATIONAL LINKAGE	8.0 AB	7.7 AB	7.6 AB
ORGANIZATIONAL PROCEDURES	7.7 DE	7.1 E	7.2 DE
ORGANIZATIONAL ENVIRONMENT			
TEACHER RELATIONS	7.7 CDE	7.3 CDE	7.4 ABC
STUDENT RELATIONS	7.7 DE	7.2 DE	7.5 AB
INTERACTIVE PROCESSES	8.0 AB	7.7 AB	7.6 A
AFFECTIVE PROCESSES	7.6 E	7.1 E	7.1 E
EDUCATIONAL PROGRAM			
INSTRUCTIONAL IMPROVEMENT	7.9 BC	7.5 BC	7.3 BCD
CURRICULUM IMPROVEMENT	7.8 BCD	7.4 BCD	7.2 CDE

MEANS WITH THE SAME LETTER ARE NOT SIGNIFICANTLY DIFFERENT AT .05 LEVEL

"OUTSTANDING SCHOOLS": IDENTIFIED BY U.S. DEPARTMENT OF EDUCATION "RECOGNITION PROGRAM" PRIOR TO 1988. DATA COLLECTED 1987-88.

APE
FACTOR SCORES BY GRADE LEVEL
1987-88 RANDOM SAMPLE

	ELEM N=43	JH/MS N=44	HS N=45
ORGANIZATIONAL DEVELOPMENT			
ORGANIZATIONAL DIRECTION	7.5 A	7.2 AB	7.2 A
ORGANIZATIONAL LINKAGE	7.3 ABC	7.1 ABC	7.2 A
ORGANIZATIONAL PROCEDURES	7.2 BC	6.8 CD	6.9 BCD
ORGANIZATIONAL ENVIRONMENT			
TEACHER RELATIONS	7.4 AB	7.1 ABC	7.1 AB
STUDENT RELATIONS	7.5 AB	7.0 BC	7.3 A
INTERACTIVE PROCESSES	7.5 A	7.3 A	7.3 A
AFFECTIVE PROCESSES	7.1 C	6.9 D	6.7 D
EDUCATIONAL PROGRAM			
INSTRUCTIONAL IMPROVEMENT	7.5 AB	7.1 ABC	7.1 ABC
CURRICULUM IMPROVEMENT	7.3 ABC	6.9 CD	6.9 CD

MEANS WITH THE SAME LETTER ARE NOT SIGNIFICANTLY DIFFERENT AT .05 LEVEL.